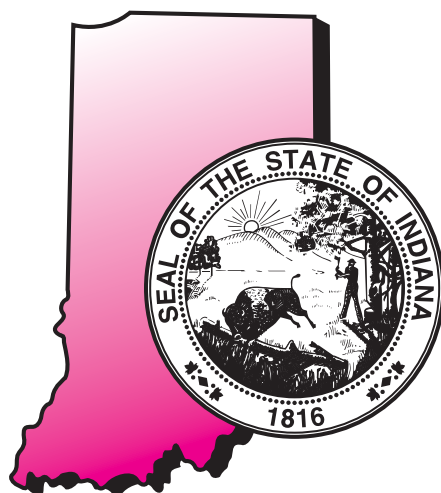


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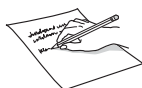
English/Language Arts • Mathematics • Science
Grade 5



Indiana Department of Education

Web Version

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

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Test 3: English/Language Arts

Doing My Best

Read the writing prompt below and complete the writing activity.

Think of a time when someone reminded you to “Do your best!”
Maybe you were trying a new sport or studying for a test.

Now write an original story about a time when you did your best
and surprised yourself. Why did you want to show “your best”?
What happened? Why were you surprised?

Be sure to include

- why you wanted to show “your best”
- what happened
- why you were surprised
- specific details to make the original story interesting
- a beginning, a middle, and an end to your original story

Go On





Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your original story on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 9, check your writing for correct grammar, spelling, punctuation, and capitalization.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

Go On



Pre-Writing/Planning



Original Story

[illegible]

Handwriting practice lines consisting of 20 horizontal lines.



Test 3

DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑

DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑

Go On



Now check your writing using this Editing Checklist.

Editing Checklist

- 1 Have you started each sentence with a capital letter?
- 2 Have you capitalized names of people and places?
- 3 Have you used correct punctuation?
- 4 Have you spelled all words correctly?
- 5 Does the action word (verb) of your sentence agree with the subject?

Examples: Tom plays at the park.

They play at the park.

- 6 Have you used the correct form of your action words (verbs)?

Examples: Jan plays today.

Jan played yesterday.

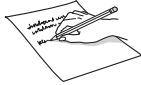
Jan will play tomorrow.

- 7 Have you written complete sentences?



STOP! STOP! STOP! STOP! STOP!

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



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Test 4: English/Language Arts

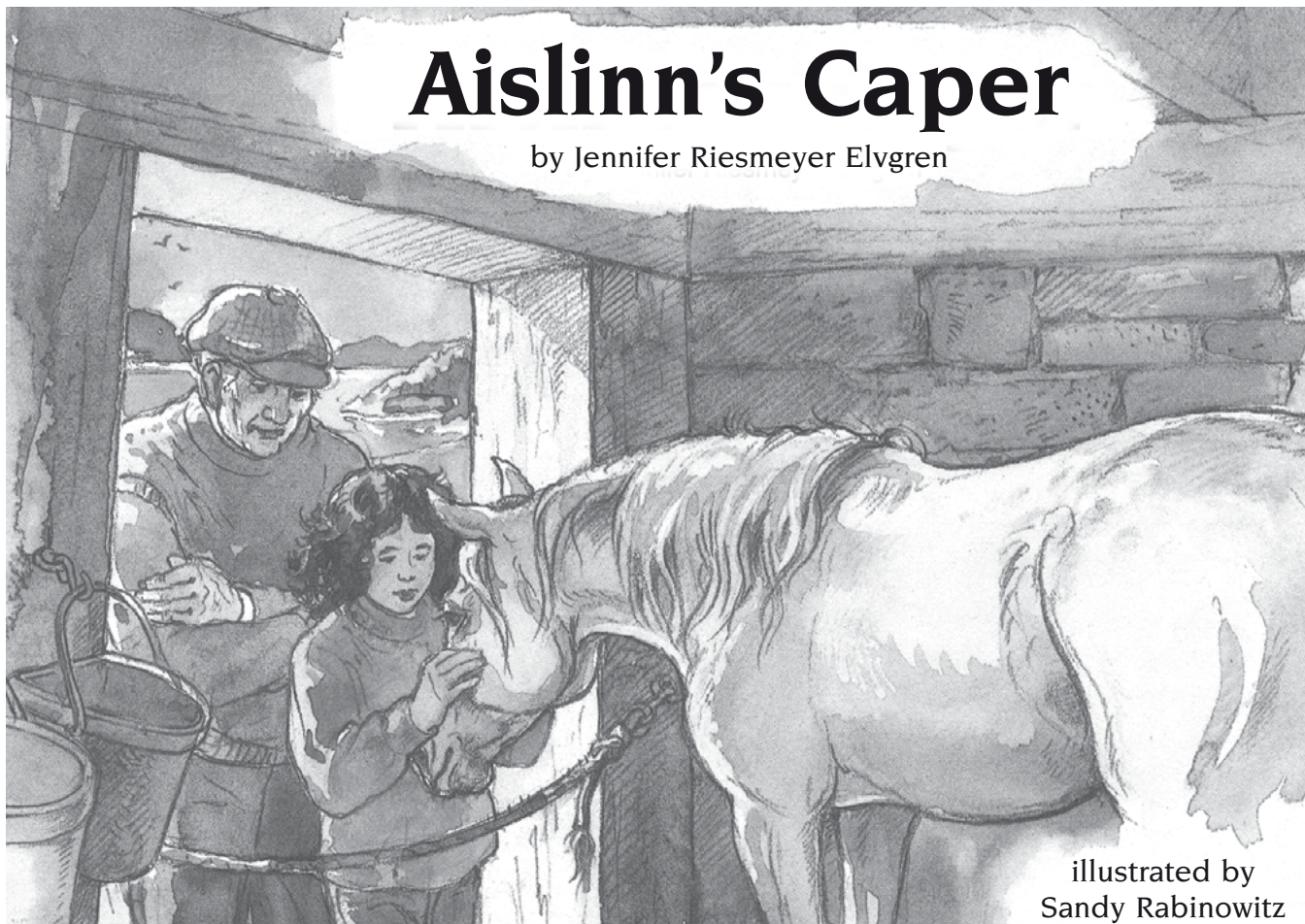
For Test 4, you will read a story and an article. You will answer questions about what you have read. Then you will do some writing on a related topic.

First you will read “Aislinn’s Caper.” This story tells how a girl helps a horse. Read the story and do Numbers 1 through 6. You may look back at the story as often as you like.



Aislinn's Caper

by Jennifer Riesmeyer Elvgren



illustrated by
Sandy Rabinowitz

The pony Caper has sore hooves and is unable to pull a cart of fish for Aislinn's grandfather to sell at the market. Her grandfather tells her not to worry. He says that they will catch more fish because the sea has always been good to them. Then he sends Aislinn off to bed.

AY-slin

Aislinn tossed and turned, but sleep would not come. She opened her window. The sliver of moon had risen above the sea.

Aislinn wished Grandfather could sell the fish he'd worked so hard to catch. She wished they had enough money for the rent. But above all Aislinn wished that Caper's hooves would stop hurting. A damp breeze filled the room as she watched the waves crash on the pebbly beach.

Aislinn thought about the pony's sore hooves. She remembered when she'd twisted her own ankle.

Go On



Grandfather had told her to keep ice on it, and the swelling had gone down.

"Could the same thing help Caper?" Aislinn wondered. She thought about trying to hold ice on Caper's hooves. Suddenly Aislinn had a better idea, and she jumped out of bed. She pulled on a thick wool sweater, a pair of jeans, and her wellies.¹

Aislinn tiptoed down the hall and tapped on Grandfather's bedroom door. "Are you awake?" she whispered.

"Sleep can't find me," replied Grandfather. "What's troubling your mind?"

"Do you think it would help if we stood Caper in the sea, in the cold water?" Aislinn asked.

"You clever girl. That just might work." Grandfather swung his legs out of bed. "Put on the teakettle and find a blanket or two. I'll meet you in the kitchen."

By the time Aislinn heard Grandfather's footsteps on the stairs, she'd filled a Thermos with hot tea and gathered some mugs and blankets.

"This'll take the best part of the night," said Grandfather, heading toward the door. "You don't have to stay out that long, you know."

"I want to," said Aislinn, filled with hope that her idea would work. With her arms full, she followed him out into the night.

When they reached the shed, Caper whickered² a greeting. Grandfather slid a halter and a lead over Caper's head.

¹**wellies:** rubber boots

²**whickered:** a low, gentle sound

They slowly led the hobbling pony down to the water.

Caper snorted and rolled his eyes when the waves broke over his knees. But Grandfather stood in the water with him and rubbed the pony's withers³ until he relaxed.

Aislinn poured two mugs of tea, wrapped herself in a blanket, and sat down on the beach. Soon Grandfather joined her, still holding Caper's lead. Caper stayed in the cold water.

Before long, Aislinn's head began to nod and her eyes grew heavy. Soon she was dreaming that she and Caper were galloping down the beach, his mane stinging her cheeks. Together, they sprang from the earth.

Aislinn felt something tug her hair. Opening her eyes to the morning, she saw Caper nuzzling her dark curls.

"We jumped over the moon last night," she murmured to the pony.

"Did you now?" Grandfather said with a smile. He was examining Caper's front hooves. "Well done, Aislinn. The heat has left, and he's walking fine. If the two of us walk alongside the cart instead of riding in it, I think Caper can stand the journey."

Aislinn leaped up and hugged the pony, then Grandfather. "I'll go fix some breakfast," she said, and she started running toward the cottage.

Halfway up the hill, she paused and called back to Grandfather, "You were right! The sea has been good to us."

³**withers:** the base of a horse's neck

1 Look at the box at the beginning of the story. When Grandfather talks to Aislinn before sending her off to bed, he is trying to

- ☐ ask her for help
- ☐ teach her a lesson
- ☐ make her feel better
- ☐ protect her from harm

2 Give TWO reasons why Aislinn wants Caper's hooves to be healed.

1) _____

2) _____

Go On



3 Aislinn gets the idea to help Caper when she remembers

- ☐ her trip to the market
- ☐ her dream about Caper
- ☐ the time she twisted her ankle
- ☐ the time Caper had sore hooves

4 Aislinn and Grandfather take Caper into the sea because of the

- ☐ damp air
- ☐ wet sand
- ☐ chilly water
- ☐ gentle waves



5 Aislinn's dream is important to the story because it

- ☐ describes Aislinn's past experience
- ☐ shows that Caper's hooves will heal
- ☐ describes how Caper is faster than other horses
- ☐ shows how good Aislinn is at horseback riding

6 Give TWO examples from the story that show how the sea is good to Aislinn and Grandfather.

1) _____

2) _____

Go On



English/Language Arts

You will now read “Call Her the Big Cheese,” an article about someone who works in a cheese shop. Read the article. Then do Numbers 7 through 13. You may look back at the article as often as you like.



Call Her the **Big** Cheese

by Laura Weiss

What does a professional cheesemonger do?

Sarah Zaborowski, 27, says “cheese” every day. It’s her job! She works as a cheesemonger at Murray’s Cheese in New York City. Murray’s sells more than 7,000 pounds of cheese each week. Zaborowski is required to know all about the store’s 300-plus cheeses.

Each day, the native New Yorker arrives at Murray’s around 10 a.m. and works until the store closes at 8:30 p.m. She has to recognize the taste, smell, and look of all of Murray’s cheeses. The cheeses come from many countries, including Britain, France, and Spain. Zaborowski must also know the type of goat, sheep, or cow that the milk for the cheese came from.

Zaborowski admits that writing labels for the cheeses can be fun. She enjoys using wacky words like *gooey*, *fudgy*, and *barnyardy* to describe cheeses. Zaborowski says it is exciting when famous chefs stop in to buy cheese for their restaurants.

Last summer, Zaborowski traveled to France for two weeks to study for her job. She visited cheese caves to learn the complex process of aging cheese. In cheese

Go On



caves, bacteria, mold, temperature, and moisture are carefully controlled to produce the final product.

This cheese whiz has always been interested in food. After college, where she read cookbooks “like novels,” she worked in a restaurant in Ardmore, Pennsylvania. In 2003, she moved back to New York and started to work at Murray’s nearly a year ago.

Zaborowski suggests that kids visit local dairy farms “to see how cheese is really made.” She likes being a big cheese at Murray’s because she “gets to taste so many different cheeses while opening customers’ eyes” to the world of cheese.



7 Read this sentence from the article.

She enjoys using wacky words like *gooey*, *fudgy*, and *barnyardy* to describe cheeses.

When the author says that Sarah's words are "wacky," she means the words

- ☐ end the same way
- ☐ sound silly and made-up
- ☐ describe different animals
- ☐ make the customers hungry

8 Why did Sarah travel to France?

- ☐ to practice tasting new cheeses
- ☐ to work in a special cheese shop
- ☐ to study how some cheese is made
- ☐ to learn new words to describe cheeses

Go On



- 9 A chef is someone who cooks and manages the kitchen in a restaurant. Suppose Sarah decides to become a French chef. What are TWO different ways her past experience will be helpful in her new job?

1) _____

2) _____

- 10 Why is some cheese kept in caves?

- ☐ to keep the cheese cool as it ages
- ☐ to keep the cheese safe from animals
- ☐ so people have a place to buy the cheese
- ☐ so people have a place to learn about cheese



- 11** Sarah is working in a cheese shop, but in some ways, she is like a teacher. Give TWO different examples from the article to show how Sarah is like a teacher.

1) _____

2) _____

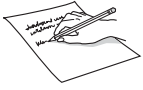
- 12** Sarah thinks it is important for children to visit a dairy farm because they can

- ☐ see caves and sheep
- ☐ study goats and cows
- ☐ learn about cheese making
- ☐ practice describing cheeses

Go On



13



Explain what you would like and dislike about the job of being a “cheesemonger” at Murray’s Cheese. **In your writing, be sure to include at least TWO different details from the article “Call Her the Big Cheese” to help support your response.**

You may use the space below to plan your writing. Using the Editing Checklist on page 25, check your writing for correct grammar, spelling, punctuation, and capitalization. **Remember, your writing should be well organized and have a beginning, a middle, and an end.**

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning



Essay

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DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑ DO NOT WRITE HERE ↑

Handwriting practice lines for the essay section.

Now check your writing using this Editing Checklist.

Editing Checklist

- 1 Have you started each sentence with a capital letter?
- 2 Have you capitalized names of people and places?
- 3 Have you used correct punctuation?
- 4 Have you spelled all words correctly?
- 5 Does the action word (verb) of your sentence agree with the subject?

Examples: Tom plays at the park.

They play at the park.

- 6 Have you used the correct form of your action words (verbs)?

Examples: Jan plays today.

Jan played yesterday.

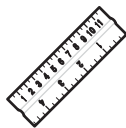
Jan will play tomorrow.

- 7 Have you written complete sentences?

STOP! — STOP! — STOP! — STOP! — STOP!



Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



If you see this symbol, use your ruler as a straightedge or to solve the problem.

Test 7: Mathematics

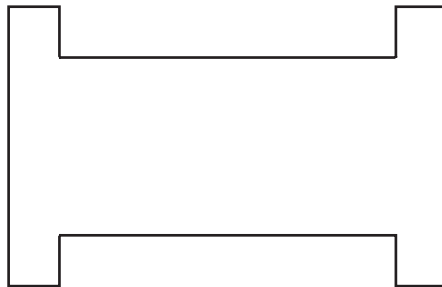
Since you may receive partial credit for many of the problems, it is important to show ALL work in the spaces provided in this book. When you see the words **Show All Work**, be sure to

- show all the steps needed to solve the problem
- make your handwriting clear and easy to read
- write the answer on the answer line

1

Use your ruler as a straightedge.

Draw ALL possible lines of symmetry on the shape below.



- 2 Carla has \$10.00 to buy supplies. She wants to buy a set of paints for \$8.24 and a pad of paper for \$1.98.

ESTIMATE the cost of the paints and the pad of paper to the nearest dollar.

Estimate \$ _____

Does Carla have enough money to buy BOTH the paints and the pad of paper? State your answer and explain why or why not on the lines below. Be sure to include the exact cost of both the paints and the pad of paper to support your explanation.

Go On



- 3** Chad has 42 baseball cards that he wants to give to 3 friends.

On the line below, write a number sentence to show how Chad can evenly divide his baseball cards among his 3 friends.

Number Sentence _____

Chad lost 3 of the baseball cards before giving them to his friends.

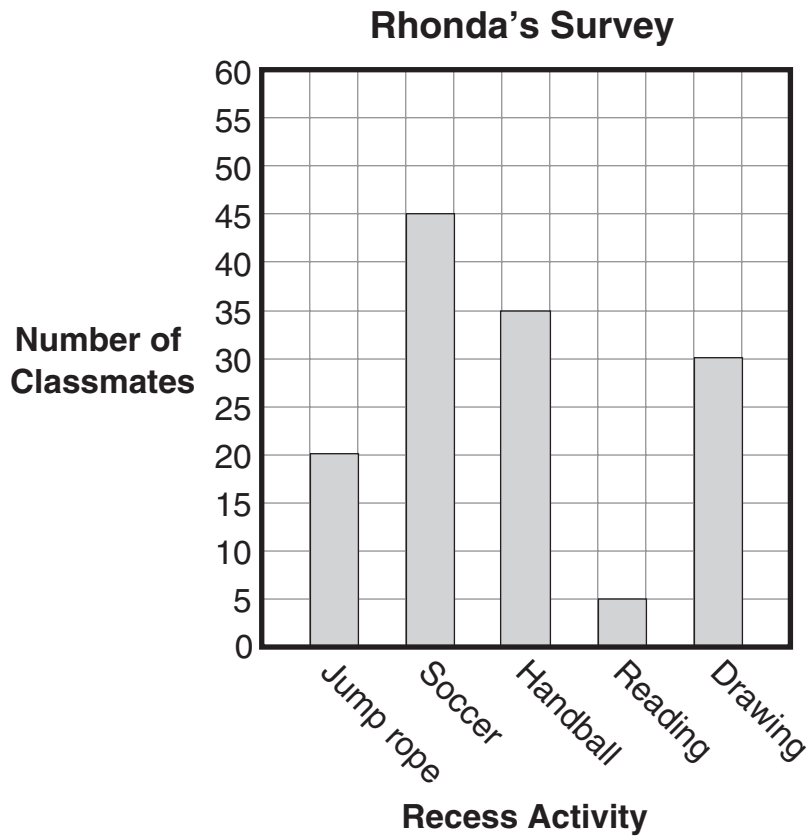
How many baseball cards would each friend receive if Chad evenly divided the baseball cards among them?

Show All Work

Answer _____ baseball cards



- 4 Rhonda asked her classmates to choose their favorite recess activity. Her classmates' choices are shown in the bar graph below.



How many MORE of Rhonda's classmates chose soccer than drawing?

Answer _____ classmates

How many MORE of Rhonda's classmates chose soccer than handball?

Answer _____ classmates

Go On



- 5 Sam has a six-sided cube with 1 yellow side, 3 blue sides, and 2 green sides. He did an experiment to see how many times each color would face up after he rolled the cube. The results of his 11 rolls are shown below.

blue blue yellow green blue green
blue green blue yellow green

Use the data above to complete the frequency table below.

Cube Experiment

Color	Tally	Frequency
Yellow		
Blue		
Green		

Which color did Sam roll the LEAST?

Answer _____



- 6 Wally had \$52. He then bought a CD player and 2 CDs. The CD player cost \$28.25 and the CDs cost \$4.75 each.

How much money did Wally have left after buying the CD player and CDs?

Show All Work

Answer \$ _____

Go On



- 7 What is the area, in square centimeters, of a rectangle that measures 21 centimeters long and 8 centimeters wide?

$$\begin{aligned}\text{Area of rectangle} &= lw \\ &= \text{length} \times \text{width}\end{aligned}$$

Show All Work

Answer _____ square centimeters

Test 8: Mathematics

Since you may receive partial credit for many of the problems, it is important to show ALL work in the spaces provided in this book. When you see the words **Show All Work**, be sure to

- show all the steps needed to solve the problem
- make your handwriting clear and easy to read
- write the answer on the answer line

- 1** The formula below shows the relationship between the number of horses Ms. Bannister owns, h , and the total number of hay bales, b , she buys each month.

$$b = 3 \times h$$

If Ms. Bannister owns 14 horses, how many hay bales will she buy in one month?

Show All Work

Answer _____ hay bales

Go On



- 2 Bret creates the number pattern below. He takes each number and multiplies it by the same value to get the next number.

2, 6, 18, ____, 162

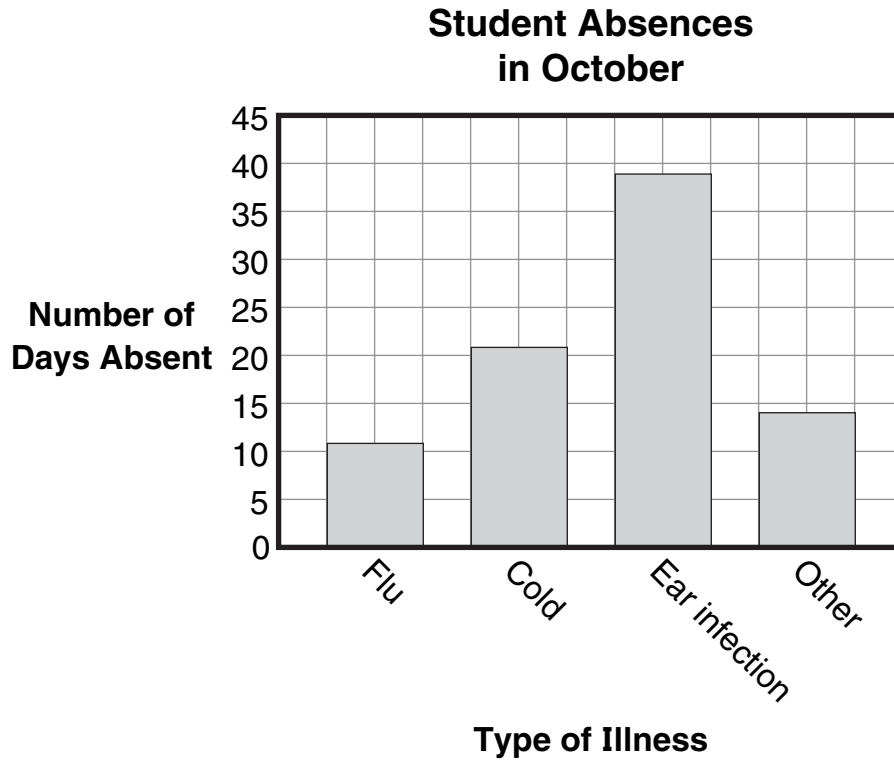
On the lines below, explain what multiplication rule Bret used to create the number pattern.

What is the missing number in the number pattern?

Answer _____



- 3 The school nurse tracks student absences that are due to illness. The bar graph below shows student absences in October.



How many MORE absences were caused by ear infections than by colds in the month of October?

Show All Work

Answer _____ absences

Go On



In December, absences due to colds increased by 24, while absences due to ear infections stayed the same.

How many MORE absences were caused by colds than by ear infections in the month of December?

Show All Work

Answer _____ absences



- 4** Melissa has a box of 84 dog treats. She gives her dog 3 treats each day.

On the line below, write a number sentence that shows how many days it will take Melissa to use all of the dog treats in the box.

Number Sentence _____

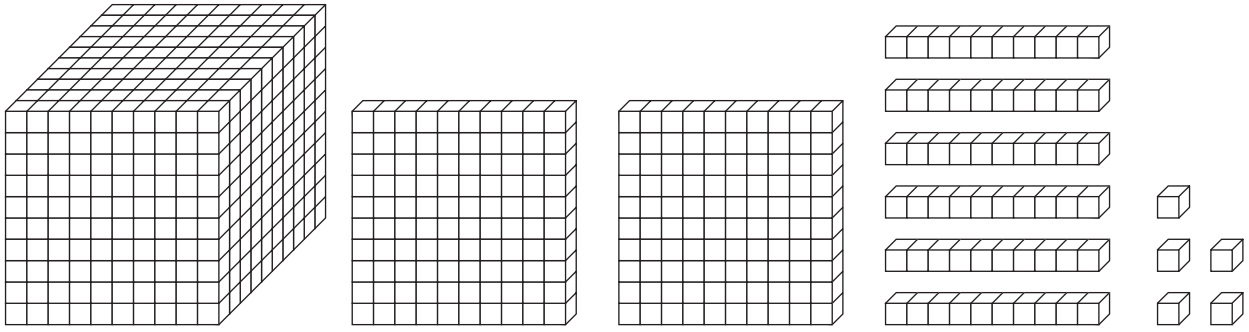
On the line below, write a number sentence that can be used to check your first number sentence.

Number Sentence _____

Go On



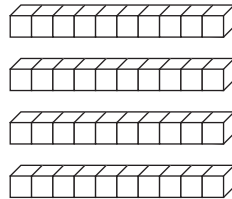
5 Look at the place-value blocks below.



What number is shown by the place-value blocks?

Answer _____

Dana added the following group of blocks to the original group.



On the lines below, explain how adding the blocks above changed the value of the original group.

- 6** On Saturday, 28 boys and 29 girls tried out for a baseball team. Each child that made the team received a team shirt. Team shirts come in boxes of 10.

If 1 out of every 3 children made the team, ESTIMATE how many boxes of team shirts were used.

Show All Work

Estimate _____ boxes

Go On



- 7 Mr. Toma has 8 beehives. Each beehive produces 55 pounds of honey in one year.

On the line below, write a number sentence to show the TOTAL amount of honey that Mr. Toma's beehives produce in one year.

Number Sentence _____

Mr. Toma's goal is to earn \$1,500 selling honey to a grocery store in a year. He sells each pound of honey for \$2.

Will Mr. Toma reach his goal? On the lines below, use values from the problem to explain how you know if Mr. Toma will reach his goal.

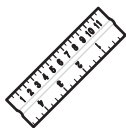


ATTENTION! Please do not leave your punchouts in this book.

STOP! --- STOP! --- STOP! --- STOP! --- STOP! ---



Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



If you see this symbol, use your ruler as a straightedge or to solve the problem.

Test 11: Science

- 1** Many changes occur in Indiana when the season changes from fall to winter.

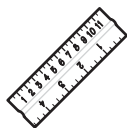
Give ONE example of how the WEATHER in Indiana changes when the season changes from fall to winter.

Give ONE example of how some PLANTS in Indiana change when the season changes from fall to winter.

Give ONE example of how some ANIMALS in Indiana change when the season changes from fall to winter.








2



Use your ruler to answer this question.

A class is studying how water plants grow in an aquarium. The table below shows the height of the same plant over five days.

Height of Plant

				
Day 1	Day 2	Day 3	Day 4	Day 5

Measure the height of the plant, in centimeters, on each day, and record your measurements in the table below.

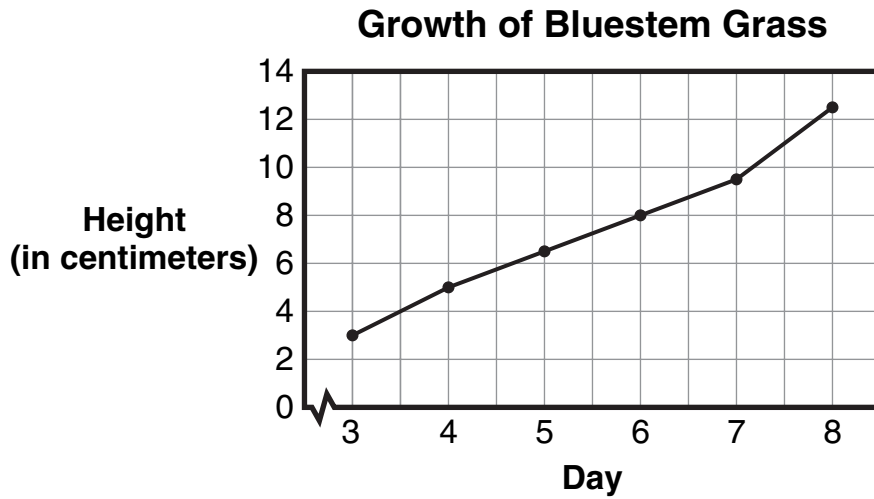
Height of Plant

Day	Height (in centimeters)
1	
2	
3	
4	
5	

Go On



- 3 The graph below shows the growth of bluestem grass.



How tall was the grass on Day 6?

Answer _____ centimeters

Between which two days in a row did the GREATEST change in height occur?

Day _____ and Day _____

How much did the grass grow between Day 3 and Day 6?

Answer _____ centimeters

- 4 A student measured the air temperature, in degrees Celsius ($^{\circ}\text{C}$), in two areas of the schoolyard. The student measured the temperature in a shady area and in a sunny area several times during the day. The student's data are listed below.

- At 8:00 A.M., the temperature was 17°C in the shady area and 17°C in the sunny area.
- At 10:00 A.M., it was 21°C in the shady area and 22°C in the sunny area.
- At 12:00 P.M., it was 24°C in the shady area and 26°C in the sunny area.
- At 2:00 P.M., it was 26°C in the shady area and 28°C in the sunny area.
- At 4:00 P.M., it was 27°C in the shady area and 29°C in the sunny area.

Complete the DATA TABLE below to show the student's data.

Go On



5 Describe ONE way that cell phones can be HELPFUL to people.

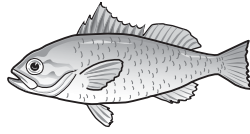
Describe ONE way that cell phones can be HARMFUL to people.



6 The animals shown below can be sorted into groups in different ways.



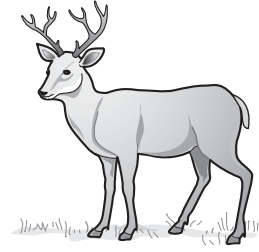
Squirrel



Bass



Duck



Deer



Eagle



Fox



Finch



Snake

Describe ONE physical feature that some of these animals have in common, but that the other animals shown above do NOT have.

In the Group 1 section of the table below, list the names of the animals that have the feature.

In the Group 2 section of the table, list the names of the animals that do NOT have the feature.

Group 1 Have the feature	Group 2 Do NOT have the feature

Go On



- 7 People wash their hands in order to clean them. People also wash their hands in order to prevent getting some diseases.

Explain how washing hands can prevent people from getting some diseases, such as colds.

Give ONE other example of something people can do to help prevent the spread of these diseases.



- 8** Soil is a mixture of different things. One of the main materials that makes up soil is small pieces of weathered rocks and minerals.

Describe ONE other material that makes up soil.

Besides human activities, describe ONE weathering process that breaks rocks apart.



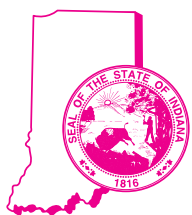
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STOP! **STOP!** **STOP!** **STOP!** **STOP!**

Response Book for Grade 5

English/Language Arts • Mathematics • Science



Indiana Department of Education

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